

# ***CALIFORNIA SCHOOLS***

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# CALIFORNIA SCHOOLS

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## PUBLIC SCHOOLS WEEK, APRIL 8 TO 13, 1946

Each year, in April, one week is designated as Public Schools Week and dedicated to acquainting the people with one of their most important agencies of democracy—the public school. Normally this is scheduled to begin on the fourth Monday in April, but this year Easter vacation would interfere with preparations so that the program has been scheduled two weeks earlier. Thus the twenty-seventh annual observance will take place during the week beginning April 8, 1946. Its purpose is to encourage the extension of free public education to all citizens, to demonstrate the part that the schools have had in advancement of better thinking and better living, and to awaken or deepen year-round community interest in school affairs and needs.

Public Schools Week was instituted shortly after the close of World War I at a time of crisis for the public school system in America. In 1920 there was such a scarcity of teachers that more than 18,000 schools had been closed; half the available teachers had had no special training; 6,000 teachers were teaching on temporary permits. In California there was a shortage of some 1,200 teachers and 600 schools had been closed, mostly in rural districts. Here was a great danger threatening an institution in which every American citizen was vitally interested. Public meetings were held to bring California communities into closer touch with their schools, and from such modest beginnings an annual program resulted which has grown steadily. Almost without exception, California communities now observe this week with significant and well-planned gatherings to bring their schools closer to the people they serve. During Public Schools Week in 1945 citizens literally poured into the classrooms and auditoriums to witness programs and inspect exhibits designed to convey authoritative information as to just what the schools are doing and how and why it is being done. Instead of being hampered by the opening that same week of the United Nations Conference at San Francisco, the observance of Public Schools Week seemed more successful than ever before. In many communities the programs were planned around the general Conference theme of building for world security and peace.

Many changes have taken place in California schools since the far day of the first Public Schools Week in 1920. There has been tremendous growth in regular enrollments and offerings and in the extension of educational facilities to adults, to the very young, and to the handicapped. Changes have been made in the school program to accommodate children

of widely differing abilities and needs. This improvement would have been impossible without community support. In the 1920's California's citizens were called upon to vote bond issues and submit to tax levies to care for the increased services rendered by the schools. In the years of depression in the 1930's, California was one of two states in the Union that did not close the doors of a single school for lack of funds. In the 1940's the schools have demonstrated extraordinary flexibility in adapting their programs to the needs of a nation at war without sacrificing the activities which make them our chief instruments for recovery.

Now, in a second period of postwar crisis, our schools must rise to new heights of accomplishment in producing citizens who can be poised and peaceful in a civilization which must master the atomic forces it has uncovered. The relation of teaching to national behavior has never been better exemplified than in the recent world conflict. When situations between men and nations appear to need clarification and repair, the cause is sometimes laid at the door of too little, or faulty, education. However, in the search for a real and permanent cure for almost any evil, Education heads the list of remedies. The challenge to the public school has never been so great as it is now.

The 1946 anniversary of Public Schools Week consequently has special significance and deserves unusually careful planning. Circumstances that should contribute to increased attendance at Public Schools Week observances this year include the fact that transportation limitations are not so acute as in recent war years. Thousands of California families have a renewed interest in schools through the enrollment of their returned veterans under the education provisions of the "GI Bill of Rights." The biggest expansion program in schoolhouse construction and improvement that the state has ever known is about to be launched. Citizens will become aware of the need for improved and expanded facilities from their own observation of existing conditions.

Some of the state organizations that co-operate in the observance of Public Schools Week are the California Congress of Parents and Teachers, California Teachers Association, California Department of the American Legion, California Federation of Women's Clubs, California League of Women Voters, California Chamber of Commerce, State Farm Bureau Federation, and State Department of Education.

The following list of activities chosen from suggestions for and reports of observances in previous years is presented as practical and appropriate for 1946.

1. Exhibits may be arranged at the school and at various centers in the community. These should not be static but should provide for activities in which the children can take part.

2. Children can appear during the week before adult gatherings and club meetings to present speeches or dramatic interpretations that feature the work of the school.

3. Entertainments related to public education may be prepared for presentation before clubs. These entertainments may include dramatic presentations or musical numbers. The school song leaders may lead in the singing of patriotic songs.

4. Newspaper articles may serve to describe special features of the school program. Daily articles can be prepared for the daily papers and a section of the weekly paper in rural sections may be used to give publicity to the schools. The extent to which the children participate in the Junior Red Cross, the Boy and Girl Scouts, Campfire Girls, Future Farmers of America, 4-H Clubs, crop harvesting, salvage drives, collection of clothing and canned food for relief drives, victory bond and stamp sales, etc., can be featured in school exhibits and school programs and these activities make good subjects for newspaper articles.

5. Mimeographed circulars which the pupils are often able to prepare may be sent to school patrons as a means of emphasizing certain facts about the schools or publicizing the sequence of programs arranged for the week. A circular entitled "Our Schools," written by the pupils, might also be circulated. Special effort should be made to reach citizens who do not have children in the schools.

6. Radio stations in the different communities may be asked to give time for broadcasts. Short speeches or programs including music may be arranged for each of the six days. Usually these broadcasts should be announced in the newspapers and announcements of the time of the broadcast can be sent home with the children.

7. Evening meetings may be held at the school houses, with programs or open house for parents and others who may not be able to visit the school during the day. Pupils may take entire charge of an evening program, introducing musical numbers, demonstrations of school work, and speakers, acting as hosts and guides. It is often possible to plan programs consisting entirely of pupil activities and to dispense with outside speakers.

8. Various supplementary procedures may be helpful in connection with publicizing the week's program.

- a. Public Schools Week posters prepared by students may be posted in store windows.
- b. Slides announcing Public Schools Week may be displayed in local theaters.
- c. Books and magazines on education may be displayed by public libraries.
- d. School exhibits may be arranged in prominent public places.

## EDUCATION FOR VETERANS IN CALIFORNIA

BUEL F. ENYEART, Chief, Division of Readjustment Education, and  
AXEL C. JENSEN, Assistant Chief of the Division

The last session of the California Legislature recognized the peculiar educational readjustment problems facing veterans and at the same time took cognizance of a favored condition enjoyed by California with 51 junior colleges. It enacted legislation which made it possible for those junior colleges to open their doors to any veteran desiring to continue his education without regard to his educational status.<sup>1</sup>

The Legislature further indicated a liberal view when it gave the governing boards of school districts and school administrators carte blanche, subject to the rules and regulations of the State Board of Education, with reference to the granting of credit and diplomas to veterans on the strength of training and experiences gained while in service.<sup>2</sup>

The State Board of Education has taken steps to assure a forward-looking policy regarding credit for military training and experience through the adoption of specific rules and regulations<sup>3</sup> which make it increasingly easy for the veteran to continue his education.

In September, 1944, when the number being discharged from the services constituted a mere trickle, the Division of Readjustment Education came into existence as a part of the State Department of Education. Within a year the war had terminated; California veterans were returning to civilian life at the rate of 50,000 monthly; and the Division's problems had multiplied tremendously.

The activities of the Division fall logically into five broad categories. First, there is the responsibility of approving institutions to offer training to veterans under Public Law 346, commonly known as the GI Bill of Rights. In this connection there are some 10 universities, 40 colleges, 50 junior colleges, and 550 high schools which were approved at the outset. By December 1, 1945, the Division had approved 261 additional schools of all sizes, types, and descriptions and was investigating and processing another 124 applications for approval.

Secondly, the Division is concerned with the co-ordination of the educational advisement of veterans. To this end every county superintendent of schools appointed a county co-ordinator of educational advisement for veterans, in most cases a member of his staff, and encouraged every high school and junior college in his county to designate an

<sup>1</sup> Education Code Section 8821.2.

<sup>2</sup> Education Code Sections 10531, 10532, 10533.

<sup>3</sup> Rules and Regulations of the California State Board of Education, Part I, Section XII.

adviser. By January 1, 1946, with few exceptions, the veterans advisers of every county will have been requested to attend meetings called by the Division of Readjustment Education for the purpose of discussing problems related to veterans education and developing a uniformly effective educational advisement program.

The third broad category of Division activities pertains to the granting of credit toward high school graduation for experiences and training received by the veteran while in service. One member of the staff has made this problem his primary responsibility. In accordance with policies concurred in by the Division of Secondary Education, he has advised and assisted schools in arriving at a fair and uniform evaluation of the wide variety of courses and experiences offered by the various divisions of the armed forces.

The fourth phase of the veteran education program involving the Division is the supervision and co-ordination of the services and facilities provided by school districts for the education of veterans through the United States Veterans Administration and otherwise. Pursuant to the authority contained in the law<sup>4</sup> controlling the participation of the public school system in the veterans education program, agreements have been entered into between the State Department of Education and the Veterans Administration and between the State Department of Education and school districts establishing the conditions under which the school districts undertake to discharge their obligations to the veterans. No school district may lawfully enter into any agreement or understanding with the Veterans Administration with respect to the education of veterans unless it has first entered into an appropriate agreement with the State Department of Education.

Finally, there is the dissemination of information which is in part accomplished by the circulation of a mimeographed "Veterans Education Service Letter" which goes to administrators and veterans educational advisers in California public schools and to veterans separation and counseling centers all over the country. Six of these letters have been issued since November 1, 1944. Augmenting this activity are replies sent to countless personal letters of inquiry from all parts of the world.

Despite the fact that it has not been possible to arrive at either a definite percentage or figure regarding the number of veterans who will return to school, two conditions are patent. There is much interest in and discussion of the educational benefits provided under the law. Secondly, the mounting demand on the part of veterans for high school diplomas indicates widespread recognition of the value of organized learning and may well be interpreted as public acclaim of secondary education.

<sup>4</sup> Education Code Sections 9201-9206.



# INTERPRETATIONS OF SCHOOL LAW\_\_\_\_\_

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

## ATTORNEY GENERAL'S OPINIONS

### Status of Classes for Adults

Classes for adults established by a school district under Education Code Sections 9701-9706 (as added by Chapter 682, Statutes of 1945) cannot be established within a day or evening high school or junior college but must be established outside a high school or junior college and attached thereto for purposes of administration and supervision. The chapter taken as a whole makes provision for classes designed for the education of adults, not as a part of the regular high school or junior high school (sic) curriculum, but as an adjunct to regular schools and classes. (AGO 45-310, 6 Ops. Cal. Atty. Gen. 250.)

### Apportionment of State Funds on Account of Classes for Adults

Inasmuch as under Education Code Section 7241 (as added by Chapter 682, Statutes of 1945), providing, with certain minor exceptions, that "the amount apportioned (by the Superintendent of Public Instruction) to a school district for classes for adults for any school year shall not exceed 85 per cent of the current expenditure of the district during the preceding school year for such classes," the determination of the apportionments of state funds to be made pursuant to the section would delay all state apportionments to school districts for several months and would, in any event, be extremely difficult of determination, a reasonable formula reflecting as near as possible the apportionments intended by the Legislature may be applied by the Superintendent of Public Instruction. (AGO 45-310, 6 Ops. Cal. Atty. Gen. 250.)

### Rental of Premises by District for Housing of Employees

Under Education Code Section 18008, the governing board of a school district may rent buildings for the housing of employees of the district. (AGO 45-198, 6 Ops. Cal. Atty. Gen. 102.)



**Guaranteeing by District of Rentals to Owner of Building  
for Housing of Teachers**

The governing board of a school district has no authority to enter into a contract with a contractor under which the contractor agrees to erect apartments and rent them to teachers of the district, and under which the district guarantees him a certain annual amount from such rental. (AGO 45-198, 6 Ops. Cal. Atty. Gen. 102.)

**Expenditure of State Appropriation for Aviation Education**

Insofar as the Department of Education determines that the primary objectives of Chapter 1440, Statutes of 1945, can be attained by co-operation with the Civil Air Patrol in its activities in the development and conduction of a program of aviation education, and as long as any co-operation offered the CAP is confined to those objectives, expenditures from the appropriation made by the Statute would be legal. (Letter from Attorney General to Director of Finance and Director of Education, November 30, 1945.)

**Availability of State Funds for Expenditure**

Chapter 588, Statutes of 1941, should be construed as making available or setting aside during the Ninety-third and Ninety-fourth Fiscal Years the amounts mentioned in the Chapter, but such moneys must be expended under Political Code Section 435 within three years after the funds became available by Chapter 588. (AGO 5065, 2 Ops. Cal. Atty. Gen. 156.)

## FOR YOUR INFORMATION

### EDUCATIONAL FACILITIES ACT OF 1945—H.R. 4499

The following analysis of the principal features of H.R. 4499 has been prepared by Ray L. Hamon, Chief, School Housing Section, Division of School Administration of the United States Office of Education. Under this bill California would receive \$53,781,000 out of the amount of one and one-half billion dollars proposed for schoolhouse construction.

#### ANALYSIS OF THE PRINCIPAL FEATURES OF H.R. 4499

Introduced by Congressman Matthew M. Neely on October 25, 1945 and referred to the Committee on Education, H.R. 4499 is titled: "A Bill to provide, through aid to the States for surveys of the need for public educational plant facilities, for the preparation of drawings and specifications for such facilities, and for their construction or acquisition."

##### PRINCIPLES

H.R. 4499 is based on the principal that—since the provision of adequate physical plant facilities cannot well be divorced from considerations of curriculum, of school organization and educational policy, and since education is a State function—Federal participation in the planning and construction of buildings should take the form of grants-in-aid to the States with full responsibility resting on the States, with minimum Federal safeguards, for the proper planning of their programs for public educational plant facilities.

H.R. 4499 defines "public educational plant facilities" as "the land, buildings, equipment, and furniture of tax-supported public educational institutions, including preelementary schools, elementary schools, secondary schools, vocational schools, junior colleges, colleges, universities, and public libraries." It provides for "a single agency designated or created by a State to administer the provisions of this Act within the State."

##### AMOUNTS AND BASES OF APPORTIONMENT

In order for all States and localities to receive equitable treatment, H.R. 4499 provides that Federal funds for educational plant facilities be apportioned to States according to an objective formula which recognizes the abilities of the States to finance construction to house their educational services.

Section 2 proposes \$5,000,000 for a *three-year survey* of plant needs. The funds are to be apportioned to States as follows: \$12,500 lump sum to each State, \$1,250,000 according to area, and \$2,650,000 according to population in the age bracket 5-24. This section requires no State or local matching. It is designed to secure simultaneous state-wide planning among the States.

Section 3 proposes \$40,000,000 for a *five-year program* of preparing drawings and specifications, 99 per cent of which is to be apportioned to States according to population in the age bracket 5-24. This section requires equal matching with State and/or local funds.

Section 4 proposes \$1,500,000,000 for a *seven-year program* of acquisition, construction, or improvement of public educational plant facilities. All but one-tenth of one per cent of this amount is to be apportioned to States according to a formula based on population in the age bracket 5-24 and the per capita net income of the States. This section will induce a similar expenditure of State and local funds on a variable rate of participation according to ability.

A summary of recent studies and estimates indicates that it would require a capital outlay of three billion dollars for the tax-supported educational institutions

of the Nation merely to compensate for curtailed construction and postponed maintenance during the depression and war years. The contemplated three-billion dollar public educational plant facilities program in which the Federal Government will participate is divided among the 48 States according to their population 5-24 years of age. The Federal Government (as proposed by this Bill) will participate to the extent of 40 per cent of the plant cost in the eight States of highest per capita net income, 45 per cent in the next highest eight States, 50 per cent in the middle 16 States, 55 per cent in the next eight States, and 60 per cent in the eight States with the lowest per capita net income.

## THE PUBLIC AND EDUCATION

The National Education Association on October 20, 1945, issued Vol. I, No. 1, of a new publication of newsletter proportions entitled *The Public and Education*. Introducing itself with the statement that "Today there is a mounting tide of sentiment in behalf of better education . . . swelling from all ranks of American life," the publication announces its purpose ". . . to present directly to influential leaders in American life significant information concerning the role of education in our country." The number contains two short articles, "Children Belong in School," and "How We Spend Our Money," and a page of educational news notes.

*The Public and Education* is sent free to a selected list of leaders both within and outside the teaching profession. Suggestions of names that should be included in the mailing list may be sent to the editor, Lyle W. Ashly, 1201 Sixteenth Street, N. W., Washington 6, D. C.

## POLICIES FOR EDUCATION

The Educational Policies Commission announces that it will reprint, in one revised volume, the essentials of three of its previous publications dealing with education in American democracy: *The Unique Function of Education in American Democracy* (1937); *The Education of Free Men in American Democracy* (1941); and *The Purposes of Education in American Democracy* (1938). The trilogy, to be entitled *Policies for Education in American Democracy*, will be about 300 pages in length and will be available about January 1, 1946, at \$1.50 a copy, with discounts on quantity orders.

## NATIONAL CONTESTS FOR SCHOOLS

The National Contest Committee of the National Association of Secondary-School Principals has given consideration to the national school contests announced by firms, organizations, and institutions outside the organized education agencies, and has prepared for the guidance of school administrators a list of contests approved for school participation. Most of these are essay contests. In an article published in the

*Bulletin of the National Association of Secondary-School Principals* for October, 1945, pp. 183-184, the Committee suggests that one way of freeing the secondary school from the pressures of participation in national essay contests is to limit participation to contests on the list that it has approved. Single copies of the reprinted article and list are available upon request to the Association at 1201 Sixteenth Street, N. W., Washington 6. The October list is reproduced below. Additional contests approved, if any, will be published in the January, 1946, issue of the *Bulletin*.

The Association intends this service to be helpful and suggestive, not mandatory. A statement by the National Contest Committee on a suggested policy for schools, entitled "How Should Schools Control Contests, Tournaments, and Festivals?" appeared in the *Bulletin* for October, 1943, pp. 134-139. Reprints of this article are also available if desired.

#### NATIONAL CONTESTS FOR 1945-46

<i>National Contests Approved</i>	<i>Sponsoring Agency</i>
Essay, Story, and Poetry Contest for Students	Atlantic Monthly, 8 Arlington Street, Boston, Massachusetts
National Essay Contest	Ladies Auxiliary of the Veterans of Foreign Wars, 406 West Thirty-fourth Street, Kansas City 2, Missouri
National High School Art, Literature, and Music Contest	Scholastic Magazine, 220 East Forty-second Street, New York 17, New York
National High School Competition In Art	The Kansas City Art Institute and School of Design, 4415 Warwick Boulevard, Kansas City 2, Missouri
National Honor Society Scholarships	Scholarship Board of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.
National Student Contest	American Association for the United Nations, Inc., 45 East Sixty-fifth Street, New York 21, New York
Ninth National High School Oratorical Contest	The American Legion, 777 North Meridian Street, Indianapolis, Indiana
Pepsi-Cola Scholarships	National Administrative Board for Pepsi-Cola Scholarships, 532 Emerson Street, Palo Alto, California
Poppy Poster Contest	American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana
Science Talent Search	Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C.
Tenth Annual Essay Contest	National Graphic Arts Education Association, 719 Fifteenth Street, N. W., Washington 5, D. C.
Traffic Safety Poster Contest	American Automobile Association, Seventeenth Street and Pennsylvania Ave., N. W., Washington 6, D. C.

## STUDY KITS ON WORLD CO-OPERATION

The United Nations Information Office, in co-operation with the United States Office of Education, has prepared study kits of materials on the United Nations which are proving useful to teachers. These kits include booklets on the United Nations, their peoples, their history, their work, what they have done in war, and how they are co-operating in peace. There are attractive poster charts in color, descriptions of the United Nations meetings to date, suggestions for individual and group activities, reading lists, and other aids.

Information and order blanks showing contents of each kit, with prices, can be secured from the United Nations Information Office, 610 Fifth Avenue, New York 20.

## MOTION PICTURES AND SLIDES ON PUBLIC HEALTH

The Bureau of Health Education of the California State Department of Public Health has revised its list of films and slides on public health and allied subjects that are available for distribution in California. The new list includes 86 films from five California distributors. The films are described briefly and grouped under some twenty headings such as Child Health, Dental Health, First Aid, Posture, Safety, and Sanitation. Six sources of other materials of this nature are also noted.

Copies of the list, reprinted from the semi-monthly publication of the Department of Public Health, *California's Health*, for June 15, 1945, can be had free upon request to the Bureau of Health Education at 521 Phelan Building, San Francisco 2.

## CONSUMER EDUCATION STUDY SERIES

The Consumer Education Study of the National Association of Secondary-School Principals has recently commenced the issuance of a series of booklets which are a product of three years of research and consultation with leaders in consumer education.

Unit No. 1, *The Modern American Consumer*, is 67 pages in length and contains an appendix, "A Definition of Consumer Education," which is addressed especially to teachers. Other units available are: No. 2, *Learn to Use Advertising* (107 pages); No. 3, *Time on Your Hands* (122 pages); and No. 4, *Investing in Yourself* (90 pages). These booklets are obtainable from Thomas H. Briggs, Director of the Consumer Education Study, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. The price is 25 cents per copy with discounts on quantity orders.

## PROFESSIONAL LITERATURE

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### PUBLICATIONS RECEIVED

- BAXTER, BERNICE, and BRADLEY, ANNE M. *An Overview of Elementary Education*. Boston: D. C. Heath and Company, 1945. Pp. x + 126.
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- DAVIS, EUGENE C. *Amateur Theater Handbook: A Complete Guide to Successful Play Production*. New York: Greenberg, Publisher, Inc., 1945. Pp. xvi + 238.
- FITZPATRICK, EDWARD A. *Universal Military Training*. New York: Whittlesey House, McGraw-Hill Book Company, 1945. Pp. x + 374.
- Guiding the Growth of Reading Interests*. Educational Research Bulletin of the Bureau of Reference, Research, and Statistics, No. 8. Prepared by the Division of Instructional Research. New York: Board of Education of the City of New York, May, 1945. Pp. vi + 34.
- HOCKETT, JOHN A. *Report of the Survey of the La Mesa-Spring Valley School District, La Mesa, California, 1945*. Education Monograph Number 5, Survey Series I, San Diego County Schools. San Diego: Office of the Superintendent of Schools of San Diego County, 1945. (Processed.) Pp. 10 + 149.
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- SOMMERS, VITA STEIN. *The Influence of Parental Attitudes and Social Environment on the Personality Development of the Adolescent Blind*. New York: American Foundation for the Blind, 1944. Pp. xiv + 124.
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\* On military leave.

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